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ABSTRACT

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Florence-Darlington Technical College (FDTC), in Florence, South Carolina. The key feature of the FDTC approach is the development of the Program Accessibility Committee (PAC). The PAC recommends appropriate action to the administration to ensure access into FDTC by students with disabilities, reviews requests made by students with disabilities for entry into specific curricula, recommends any appropriate accommodations that might be necessary to assure entry into FDTC, recommends to the administration modifications to the physical facilities and other appropriate accommodations, and monitors compliance with federal laws. The report discusses the mission, goals and objectives of FDTC, significant features other PAC, key factors that make FDTC's approach effective, and evaluation results demonstrating the effectiveness of FDTC's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

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ED 447 633

Serving Students with Significant Disabilities in Two-Year Colleges

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Program Accessibility Committee

Florence–Darlington Technical College • Florence, SC

EC 308128

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Serving Students with Significant Disabilities in Two-Year Colleges

Program Accessibility Committee

Florence-Darlington Technical College
Florence, South Carolina

August, 2000

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Editors

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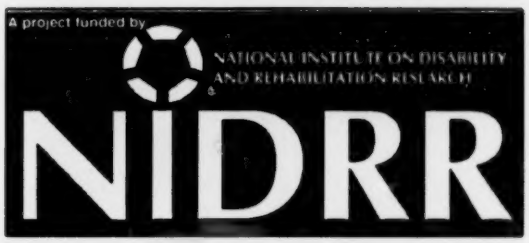

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Florence-Darlington Technical College
Florence, South Carolina

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Introduction

Rationale and Need for This Project

Two national trends support the value and timeliness of this project. The first is the dramatic increase in the number of postsecondary students with significant disabilities enrolled in two-year colleges over the past decade (Henderson, 1999; Horn and Berktold, 1999). The second trend is the on-going constraint posed by limited resources available to postsecondary support services providers, coupled with the more intense and more extensive academic support needs presented by students with significant disabilities. These trends necessitate that postsecondary support staff display a high degree of ingenuity and resourcefulness in order to meet the needs of students with significant disabilities. The products developed through this project are intended to provide these dedicated individuals with stimuli to their imagination and examples that they can adapt to their own settings.

Project Goal

This project's goal is to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" includes academic institutions, technical colleges, and vocational institutions.

Definition of "Individual with a Significant Disability"

This definition is very similar to the definition of "individual with a severe disability" which it replaces. It is taken from PL 105-220, the Workforce Investment Act of 1998, Title IC-Rehabilitation Act Amendments of 1998, Definitions, Section 6:

(A) In General. Except as provided in subparagraph (B) or (C), the term "individual with a significant disability" means an individual with a disability-

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

Selection Process

Nomination

A call for nominations form was circulated nationally in both print and electronic formats, and posted on the project's web page (www.cew.wisc.edu/nidrr). Ninety-eight schools from 28 states were nominated.

Application

Nominees wishing to participate completed and returned a 42-question survey. Eighteen schools from 15 states completed this step.

Application Review/Rating

Seventeen experts from different work settings (including two-year colleges, universities, teacher training programs, and advocacy organizations), specialties (including sensory disabilities, developmental disabilities, and learning disabilities), and geographic regions of the country served on the project's National Review Panel (Figure One). Their places of employment were current at the time they served on the project's National Review Panel.

The National Review Panel met on January 22-23, 1998, to evaluate each application. All participating panel members (12 of 17) were formed into three member teams and assigned a portion of the applications. During the first phase of the process, each reviewer rated his or her assigned applications individually using multiple criteria. In addition, each reviewer rated each application's overall scope and design, evidence of effectiveness, and replicability. Each reviewer also specified whether a site visit should be conducted.

After completing individual ratings of each application, reviewers carried out the second phase of the review process: small group discussions of their assigned applications. During this phase, reviewers either reaffirmed or changed their individual decisions regarding whether to conduct a site visit to a particular applicant. In the third phase of the review process, the entire National Review Panel discussed and reaffirmed their respective individual and small group decisions.

Figure One: National Review Panel

Dr. Eduardo Arangua
Madison Area Technical College
Madison WI

Dr. John Bellanti (Retired)
Mid-State Technical College
Wisconsin Rapids WI

Ms. Marcia Carlson
Facilities Access/Planning & Management
University of Wisconsin-Madison
Madison WI

Ms. Diane Coley
Division for Vocational Rehabilitation
Department of Workforce Development
Milwaukee WI

Mr. J. Trey Duffy
McBurney Disability Resource Center
University of Wisconsin-Madison
Madison WI

Ms. Elizabeth Getzel
Rehabilitation Research and Training Center
Virginia Commonwealth University
Richmond VA

Dr. Thomas Grayson
National Transition Alliance
University of Illinois
Champaign IL

Mr. Thomas Heffron
Wisconsin Technical College System Board
Madison WI

Ms. Robin Jones
Great Lakes Disability and Business Technical Assistance Center
Institute on Disability and Human Development
Chicago IL

Ms. Carol Kopp
Southwest Wisconsin Technical College
Fennimore WI

Dr. Carolyn Maddy-Bernstein
National Center for Research in Vocational Education
University of Illinois
Champaign IL

Dr. Fred Menz
Research and Training Center
University of Wisconsin-Stout
Menomonie WI

Dr. Edna Szymanski
Department of Rehabilitation Psychology and Special Education
School of Education
University of Wisconsin
Madison WI

Dr. Kelli Thuli
National School to Work Office
Washington DC

Dr. Lloyd Tindall (Retired)
Center on Education and Work
Madison WI

Mr. Raymond Truesdell
Division of Vocational Rehabilitation
WI Department of Workforce Development
Madison WI

Dr. Michael Wehmeyer
The ARC of the United States
Arlington TX

Review Panel Results

Six of eighteen applicants were selected for site reviews. Applicants not chosen for site reviews received copies of reviewers' ratings and certificates of participation.

Site Reviews

The project director and a member of the National Review Panel made two-day site visits to each of the six finalists. A different Review Panel member accompanied the project director on each trip. The site visit's purpose was to validate, enrich, and expand upon data provided in the initial application and answer questions and concerns raised during review/rating of written applications.

Site Visit Procedures

Each site received copies of reviewers' ratings as well as a copy of the Site Review Itinerary and Reviewer's Rating Summary. The latter instruments were designed by project staff to structure the site review. Each site developed a schedule using the framework outlined on the Site Review Itinerary. Specific activities were selected in order to address questions or issues described raised by the National Review Panel. The project director provided each fellow site visitor with copies of the site's written application, a summary of the site review's purpose, a description of the site reviewer's role, a procedure list, and suggested questions. Prior to each visit, the project director and his fellow site visitor reviewed that site's written application and reviewer's ratings and listed key questions/issues to explore during the site review. During the site visit, each visitor conducted observations; reviewed documents; and interviewed students, staff, agency representatives, and other key informants; and independently rated each scheduled activity using the following criteria:

"1" = observation, interview, or document review provides evidence that supports selection of site as a highly effective approach.

"2" = observation, interview, or document review did not provide evidence that supports selection of site as a highly effective approach.

"3" = evidence provided during observation, interview, or document review was inconclusive.

"4" = site reviewer did not participate in this observation, interview, or document review.

Each reviewer provided written documentation of any "2" or "3" ratings.

Finally, each site reviewer provided an overall rating by answering three questions about that site:

(i) This site visit addressed concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(ii) Data obtained during this site visit satisfied concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(iii) This site implements a highly effective approach to serving students with significant disabilities: Yes_____ No_____

All six sites featured in this project received favorable scores using the approach sketched above.

A Word About the Approaches Described Through This Project

This volume summarizes the approach used by Florence-Darlington Technical College, Florence, South Carolina. The other five volumes in this series examine the approaches used by Lakeshore Technical College, Cleveland, Wisconsin; Hinds Community College, Raymond, Mississippi; Longview Community College, Lee's Summit, Missouri; Milwaukee Area Technical College, Milwaukee, Wisconsin; and Springfield Technical Community College, Springfield, Massachusetts. Additional copies of all publications in this series may be downloaded at no cost from the project's web page at http://www.cew.wisc.edu/nidrr/

It is important to note that each description captures a "moment" in the organizational life of each featured approach. All organizations, and the services they provide, are dynamic entities. Over time, policy decisions, funding fluctuations, career changes, and personal tragedies impinge on the operation of these services. A visitor to any of the schools featured through this project would recognize instantly the impact of these forces. These changes in no way alter or diminish the value of the approaches as described, nor lessen their potential for replication in other settings.

References

Henderson, C. (1999). *1999 College Freshmen with Disabilities, A Biennial Statistical Profile.* Washington, DC: American Council on Education, HEATH Resource Center.

Horn, L. and Bertold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes.* Washington, DC: US Department of Education, National Center for Education Statistics.

Program Accessibility Committee

Florence-Darlington Technical College

Florence-Darlington Technical College is committed to meeting the needs of all students. Because some students may require special assistance or accommodations to ensure their full participation and academic success, FDTC developed the Program Accessibility Committee (PAC). The PAC recommends appropriate actions to the administration to ensure access into FDTC by students with disabilities; reviews requests made by students with disabilities for entry into specific curricula and recommends any appropriate accommodations that might be necessary to assure entry into FDTC; recommends to the administration modifications to the physical facilities and other appropriate accommodations that would eliminate barriers to access by students with disabilities; and monitors compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 and reviews those situations in which a student alleges noncompliance.

Mission, Goals, and Objectives

Florence-Darlington Technical College (FDTC) is a postsecondary, public, two-year institution serving Florence, Darlington, and Marion Counties in South Carolina. The school's primary emphasis is an affordable, comprehensive technical education. FDTC has an open admissions policy and annually enrolls approximately 7,900 to 9,400 credit students and 10,000 to 16,000 continuing education students. FDTC offers associate degree, diploma, and certificate programs, responding to the educational, economic, and cultural needs of a diverse traditional and nontraditional population. The educational experience at Florence-Darlington Technical College will have an international perspective, which will enhance the student's marketability in today's global economy.

To fulfill this mission, FDTC seeks to develop growth opportunities that contribute to the quality of life and economic development by offering comprehensive technical education, college transfer programs, specialized training for business and industry, continuing education, transitional studies, and student development services. These services will prepare individuals for careers, advancement, and growth in health services, human services, business, engineering, public services, and other fields. FDTC will provide graduates with competencies in written and oral communication, information processing, mathematics, problem solving, interpersonal skills, and lifelong learning opportunities. To provide these services at the highest quality, FDTC solicits funding from public and private sources and commits itself to stewardship of and accountability for all resources.

Significant Features of the Program Accessibility Committee

The Program Accessibility Committee (PAC) is the program and process developed by FDTC and utilized by the students in order to ensure that students with disabilities are provided appropriate accommodations. Comprised of faculty, staff, and two students with disabilities, the PAC serves the following functions:

- Recommends appropriate actions to the administration to ensure access into FDTC by students with disabilities
- Reviews requests made by students with disabilities for entry into specific curricula and recommend any appropriate accommodations that might be necessary to assure entry into FDTC
- Recommends to the administration modifications to the physical facilities and other appropriate accommodations that would eliminate barriers to access by students with disabilities
- Monitors compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990
- Reviews those situations in which a student alleges noncompliance

Key Factors That Make FDTC's Approach Effective for Students with Significant Disabilities

FDTC has developed and implemented various strategies and accommodations in order to address the needs of students with disabilities. Upon hire, college faculty are introduced to innovative teaching via a guide that answers many of the questions and concerns that faculty typically have regarding assisting students with disabilities, including those dealing with curriculum, course requirements, testing, and

evaluation modifications. Further, the guide discusses the "language" of disabilities and includes suggestions for establishing a quality interaction between faculty and students. New faculty and staff must also participate in an orientation provided by FDTC's provider of services for students with disabilities in which they are provided an overview of the ADA and its application to postsecondary education. In addition to traditional adjustments (accommodations in assignments, testing modifications, changes in the time permitted for degree completion, course substitutions, etc.), faculty are also encouraged to consider learning styles and alternative models of instruction which might better meet the needs of this special population of learners. FDTC's chief executive officer has the authority to enforce implementation of reasonable accommodations.

Evaluation Results Demonstrating the Effectiveness of FDTC's Approach

Assessment is an integral component of FDTC's disabilities program. In fact, the Program Accessibility Committee annually disseminates an evaluation (Exhibit D) to assess student satisfaction with the accommodations and/or services provided. According to the 1998-1999 evaluation outcomes, the majority of the respondents were pleased with the services provided.

Background Information

FDTC serves an estimated population of 222,969, including the cities of Darlington (64,690), Florence (121,200), and Marion (35,200). The geographical area served by FDTC is approximately 1,850 square miles. Forty-two percent of the area's total population is urban, and 58 percent is rural. The current unemployment rate in the area is 9 percent, and the average annual family income is $25,782.

FDTC offers 31 associate degree programs, 11 diploma programs, and 10 certificate programs. For the 1997–1998 school year, the total number of FTE students is 2,390, and the total number of students (unduplicated count) is 3,461.

Faculty and Staff Characteristics

	Male		*Female*	
	Minority	Nonminority	Minority	Nonminority
Faculty				
Employed Full-time	7	36	9	45
Employed Part-time	6	40	15	58
Total	13	76	24	103
Staff				
Employed Full-time	12	26	23	55
Employed Part-time	5	8	8	1
Total	17	34	31	56

Students with Significant Disabilities Served by the Program Accessibility Committee

	Number of Students with Disabilities		
Primary Disability	*1996-1997*	*1997–1998*	*1998–1999*
Deaf	0	0	0
Deaf/Blind	0	0	0
Hearing Impairment	1	0	5
Cognitive Disability	4	17	11
Autism	0	0	0
Emotional Disability	3	3	2
Learning Disability	33	32	21
Neurological Disability	9	11	0
Blindness	1[a]	0	0
Visual Impairment	1	1	4
Spinal Cord Disability	2	2	0
Orthopedic Disability	4	4	0
Multiple Disability	4	4	53
Traumatic Brain Injury	3	3	2
Health Impairment	3	3	11
Total	68[b]	80[c]	109[d]

[a] Received help during the school year from the Commission for the Blind.

[b] Unduplicated fall 1996, spring 1997, and summer 97 total.

[c] Unduplicated fall 1997 and spring 1998 total.

[d] Unduplicated fall 1998, spring 1999 and summer 1999 total.

Staff

Director Name: Vivian Gallman

Job Title: Director of Career Services

Time supervising students with significant disabilities: 10%

Time providing services to students with significant disabilities: 20%

Years in current position: 6
Years in the field: 10
Funding for this position: 100% sales tax

Name: Abby Grainger
Position: Career Counselor
Time providing services to students with significant disabilities: 10%
Years in current position: 4
Years in the field: 16
Funding for this position: N/A

Funding

	Funding Amount 1996–1997	*Funding Amount 1997–1998*	*Funding Amount 1998–1999*
Institutional Funds	$5,595	$14,125.40	$22,537.50
Grant Funds			
JTPA	$1,800	$1,800	$12,735
Parent	$1,500	$2,600	$562.50
Total	$8,895*	$18,523.40	$35,835*

* Estimate does not include money allocated for physical plant modifications.

Services Provided to Students with Significant Disabilities

Outreach

The Florence-Darlington Technical College (FDTC) service area includes a three county area: Florence, Darlington, and Marion. Outreach activities/services are extended at all service area middle schools and

high schools. These extended services that are provided by FDTC's admissions specialists, career counselors, and TRIO (Upward Bound and Educational Talent Search) grant staffs include visits and presentations at the local schools, attendance at IEP exit sessions, on-campus tours and college days, and special orientations for students with disabilities. Because the average age of an FDTC student is 25.6 years, many of the established programs address the specific needs of adult learners. Adult learner outreach activities include the development of distance learning sites, expanded evening programs, and the pending establishment of a child care facility.

Admissions Accommodations

While FDTC adheres to standing disabilities legislation that prohibits initial inquiries, FDTC considers it important to address the needs of all students as early as possible. Therefore, students with special needs who are seeking admission to FDTC are immediately referred to Disabled Students Services on FDTC's admissions application. This referral process can be obtained via FDTC and Career Services web pages as well. Students with disabilities are required to meet the same admissions/academic standards (CPT, SAT, or ACT) as those who do not have a disability. Hence, FDTC has adopted one admission policy that applies to all prospective students. However, FDTC does ensure that adjustments to the testing process are available—that is, computerized testing, paper/pencil versions, untimed testing, large print and audio versions, accommodative desks, scribes, and readers.

Disability Documentation Policy

The FDTC disability documentation policy, guidelines, and procedures are consistent with ADA recommendations and those set at other technical colleges across the state:

- The student must have disabilities as defined by the law.
- The student must provide current medical and/or psychological documentation relevant to the said disability.
- The student must self-disclose and request appropriate accommodations.
- Once enrolled, the student must meet with and/or provide the necessary information to FDTC's Program Accessibility Committee (PAC).
- The student must complete a release of information form that allows FDTC service provider to share pertinent information with specified faculty.

See Exhibit A for a sample of the packet that is provided to students.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) requires that qualified individuals with disabilities have access to postsecondary education programs and activities if said institution is a recipient of federal funds. Specific obligations with regard to students with disabilities include the following:

1. Quotas for admission of persons with disabilities are prohibited.
2. Admissions tests designed for persons with impaired sensory, manual, or speaking skills are offered as often and in as timely a manner as other admissions tests.
3. Preadmission inquiries as to whether an applicant has disabilities are prohibited. However, FDTC admissions process does provide an opportunity for the student to self-identity.
4. Students with disabilities must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including education programs and activities not operated wholly by the recipient (e.g., federal programs, etc.).
5. Students with disabilities must be afforded the opportunity to participate in any course, course of study, or other part of any education program or activity as offered by the institution.
6. All programs and activities must be offered in the most integrated setting appropriate.
7. Academic requirements must be modified on a case basis to afford qualified students and applicants with disabilities an equal educational opportunity. For example, modifications may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the institution can demonstrate are essential will not be regarded as discriminatory.
8. A recipient may not impose upon students with disabilities rules that have the effect of limiting their participation in the institution's education program or activity—for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings.
9. Students with impaired sensory, manual, or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting students in obtaining auxiliary aids through existing resources such as state vocational rehabilitation agencies and private charitable organizations.
10. Students with disabilities must have an equal opportunity to benefit from financial assistance.
11. Students with disabilities must have an equal opportunity to benefit from programs that provide assistance in making outside employment available to students. An institution that employs any of its students may not discriminate against students with disabilities in such employment.
12. Students with disabilities must be provided an equal opportunity to participate in intercollegiate, club, and intramural athletics.
13. Students with disabilities must be provided counseling and placement services in a nondiscriminatory manner. Specifically, qualified students with disabilities must not be counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.

Preenrollment Orientation, Academic Preparation, and Support Services

Prospective students are generally referred to FDTC's Career Services Department for a pre-enrollment orientation. The Career Services counselors typically schedule individualized sessions and provide a comprehensive review of FDTC's academic and support services. Students also are provided with a copy of FDTC's Student Catalog, Handbook-Calendar, and Disabled Student Services brochure which details the various assistive technologies and academic adjustments available at FDTC.

Enrollment Process

In times past, FDTC conducted independent orientation sessions for students with special needs. However, many of these students expressed a preference to participate in the general session rather than be isolated. Therefore, orientations for students with disabilities now are arranged only if/when requested. Students with hearing and speech impairments are provided appropriate supports during the orientation/registration process—that is, sign language interpreters, campus guides, etc.

Who Pays for the Accommodations?

FDTC works closely with the local and state rehabilitation services agencies in order to develop strategies to address the needs of students with disabilities. In fact, many of the students with disabilities who are currently enrolled at FDTC are clients of Vocational Rehabilitation Services. However, the expense of providing services and assistive technology for these students has remained a charge of FDTC for the majority of this population.

Career Advising and Career Planning Assistance

The FDTC Career Services Department endeavors to offer realistic career advising for all students. In most cases, the academic performance and personal interests of the student will assist in determining the proper career planning strategy. Assessment models used include the *0* computerized interests inventory and a self-directed search evaluation. Other resources used specifically to assist students with disabilities include the *Strategies for People with Disabilities* and *Career Success for People with Physical Disabilities* handbooks. The Career Services Department also administers the *Entry Adjustment Follow-Up Survey* (EAFUS) each fall to all first-semester students in order to gain feedback regarding their orientation to FDTC (see Exhibit B). In addition to general demographic data, the EAFUS seeks to identify student needs—for example, financial aid, advisement, student activities information, and access to services for students with disabilities.

Requests for Accommodations

As indicated above, FCTC's Program Accessibility Committee (PAC) is the program and process developed by FDTC and utilized by the students to ensure that students with disabilities are provided appropriate accommodations. Comprised of faculty, staff, and two students with disabilities, the PAC serves the following functions:

- Recommends appropriate actions to the administration to ensure access into FDTC by students with disabilities
- Reviews requests made by students with disabilities for entry into specific curricula and recommends any appropriate accommodations that might be necessary to assure entry into FDTC
- Recommends to the administration modifications to the physical facilities and other appropriate accommodations that would eliminate barriers to access by students with disabilities
- Monitors compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and reviews those situations in which a student alleges noncompliance

Students who need assistance are required to adhere to the following procedure:

- Self-identify
- Provide appropriate medical and/or psychological documentation
- Schedule an appointment to meet with FDTC's Program Accessibility Committee
- Complete the necessary information release and accommodations requests forms
- Reschedule to meet with the PAC if his or her condition(s) changes or if the initial accommodation requires an adjustment or modification

Program Accessibility Committee sessions are conducted on an as-needed basis. Upon completion of the PAC hearings and/or collection of the medical or psychological documentation from each

registered PAC student, a roster of students with disabilities is compiled. This PAC roster is released to specified faculty via FDTC's all-in-one e-mail system at the onset of each semester in order to ensure that the accommodations requests are distributed in an expedient and confidential manner (see Exhibit C). The PAC system aids both the student and FDTC. For the student it is a means to essential services. For FDTC, it is essentially a procedural safeguard.

Accommodations

FDTC has developed and implemented various strategies and accommodations to effectively address the needs of students with disabilities. Upon hire, College faculty are introduced to innovative teaching strategies via FDTC's *Reasonable Access: A Faculty Guide to Teaching College Students with Disabilities.* This guide is designed to answer many of the questions and concerns that faculty typically have regarding assisting students with disabilities, such as curriculum and course requirements and testing and evaluation modifications. Further, the guide discusses the "language" of disabilities and includes suggestions for establishing a quality interaction between themselves and the students. New faculty and staff also must participate in an orientation provided by FDTC's provider of services for students with disabilities during which they are provided with an overview of the ADA and its application to postsecondary education. In addition to traditional adjustments (accommodations in assignments, testing modifications, changes in the time permitted for degree completion, course substitutions, etc.), faculty also are encouraged to consider learning styles and alternative models of instruction that might better meet the needs of this special population of learners.

Authority to Enforce Implementation of Reasonable Accommodations

FDTC's chief executive officer has the authority to enforce the implementation of reasonable accommodations. As stated above, FDTC has established the Program Accessibility Committee as its student advocacy body and procedural safeguard. Therefore, in accordance with that established procedure, the PAC chairperson is also authorized to speak on behalf of the PAC regarding the implementation of reasonable accommodations.

Case Management Design and Procedures

The Career Services Department is the repository for all documentation on students with disabilities. The PAC chairperson, who is also FDTC's director of career services, is charged with the safe-keeping of all information on students with disabilities. Files on students with disabilities are categorized as active (currently enrolled) or inactive (not currently enrolled). The files are routinely reviewed and updated. All active students are evaluated annually in order to obtain feedback regarding satisfaction with the services provided by FDTC.

Postenrollment Support Services

Postenrollment support services generally involve referral to community-based service providers and job placement agencies. Postenrollment interaction is encouraged and expressed as an ongoing responsibility of the students.

FDTC is committed to meeting the needs of all students. Hence, all nonacademic support services offered by FDTC are open and available to all students. The Career Services Department offers a myriad of individualized and/or group academic and personal development workshops, including ones on test anxiety, motivation and self-esteem, and study skills. Additionally, FDTC's Center for Learning and Academic Support Services (CLASS) and Project STARS (Supportive Transitions for At-Risk Students) provide on-site tutorial assistance. Assistance with other needs such as financial support for housing, transportation, and child care expenses are available to students.

Project STARS

Project STARS is a program funded by the Lucas Family Foundation designed to provide supplemental academic and enrichment services for Florence-Darlington Technical College students. The primary goal of Project STARS is to provide retention support for students throughout the pursuit of their educational program to ensure that they experience academic success and graduate from college. The project activities are designed to increase graduation rates and to foster a climate that will support and encourage students to achieve their educational goals. Participants receive, at no cost, intensive, individualized support services to promote academic success.

Participants receive services in the following areas:

- Academic and personal counseling
- Tutoring
- Financial aid information and planning
- Academic advising
- Individual needs assessments
- Career planning

In addition, transitional support including tutoring, testing, and special instruction in reading, mathematics, study skills, and other areas of need are provided. Specialized training programs for faculty and staff are offered to promote understanding and support of the special needs of student participants. Tracking and monitoring are utilized to assess and evaluate student progress and serve as an early alert to potential problems and barriers to academic achievement in order to promote retention. Academic and personal counseling are available to meet individual student needs.

Student Appeal/Grievance Policies and Procedures for Handling Accommodations Disputes and/or Complaints of Discrimination

FDTC observes a standard student appeal/grievance procedure. The student appeal/grievance policy regarding accommodations disputes reflects slight modifications to the existing process:

- The student attempts to resolve the matter with the faculty/staff where the complaint originated within ten working days of occurrence.
- The student files the grievance with the Program Accessibility Committee via the provider of services for students with disabilities (for accommodations disputes).
- The provider of services for students with disabilities forwards the grievance to the immediate supervisor of the faculty/staff and the vice president for College and Student Services.
- The provider of services for students with disabilities investigates and provides a resolution to the student within ten working days and provides copies to vice president for College and Student Services and appropriate faculty and staff.
- If not satisfied, the student responds within five working days to the PAC via the provider of services for students with disabilities and requests to meet with the vice president of College and Student Services.
- The student meets with the vice president for College and Student Services, who renders a new decision within ten working days.
- If not satisfied, the student may appeal to FDTC president.
- FDTC president reviews and renders a final decision within ten working days. The president's decision may not be appealed—end of grievance process.

Transition Services

Students with disabilities are offered transition services for employment, matriculation to a four-year institution, specialized training, etc. in the same manner as students who do not have disabilities. As stated above (see Postenrollment Academic Support Services), referral and ongoing assistance are the responsibility of the student.

FDTC has established numerous transition activities in order to ensure that each student's employment search is successful. In an effort to facilitate a smooth matriculation to a four-year college or university, FDTC has also developed college transfer and co-op programs. Additionally, FDTC maintains articulation agreements with all state universities in order to ensure course transferability.

Collaboration with Vocational Rehabilitation Services and Other Adult Service Agencies

FDTC's cooperative/collaborative efforts with Vocational Rehabilitative Services are explained in detail above (see Who Pays for the Accommodations?). The state's Commission for the Blind provides campus orientations and some assistive technology for students who are also clients of the agency.

In addition to Vocational Rehabilitation Services and the Commission for the Blind, FDTC also collaborates with Adult Education and South Carolina Protection and Advocacy in order to serve students with disabilities.

Partnerships with Business and Industry

FDTC has established a variety of collaborative partnerships with business and industry in an effort to enhance the education and employability of students. Students enrolled in any of FDTC occupational programs are provided field placement, work experience, clinical, or internship opportunities. Additionally, FDTC has created a grant funded internship program entitled Project ALOFT (Advanced Learning Opportunities through Functional Training). The ALOFT program provides senior level students with an opportunity to reinforce academic instruction with work-based learning experiences by integrating formal classroom study with on-the-job training. The program also emphasizes the importance of developing positive interpersonal skills. Students with disabilities have access to all of the above listed services. Further, FDTC seeks to develop partnerships with businesses and industries that comply with federal ADA mandates.

Follow-up Procedures

At present, FDTC's follow-up data regarding the postschool status of graduates are limited. Strategies are currently underway to develop an internal system to collect and maintain this information. The Office of Research and Planning will establish and monitor these data. Student dropout data are tracked and maintained by FDTC's respective academic departments on an annual basis.

Staff Development

Staff development is ongoing at FDTC. All new faculty and staff participate in an initial orientation that includes an introduction to the ADA legislation. Additionally, FDTC conducts professional meeting days at the onset of each fall and spring semester for all faculty and staff. Professional meeting day activities are planned by FDTC's faculty/staff development committee and generally include workshops and sessions that support the needs of the students and interests of FDTC community. Due to a significant and steady increase in the number of students with disabilities enrolled at FDTC, the professional meeting day activities now generally include one or more sessions that focus on serving students with special needs and disabilities. Past sessions have included presentations by South Carolina Protection and Advocacy, the Commission for the Blind, and sessions conducted by service providers for individuals with disabilities that have been cited as national models of excellence.

Evaluating the Performance of Students with Significant Disabilities

Data Collection of Performance Levels

In the past, FDTC has not conducted a formal review of the performance levels of its students with disabilities. However, since the hiring of the director of career services, attention has been extended to this critical issue. All active files of students with disabilities are reviewed each semester and assessed regarding accommodations and academic intervention needs. Enrolled students with disabilities also are evaluated each semester via a questionnaire regarding their satisfaction with the services and/or accommodations provided by FDTC (see Exhibit D). Moreover, as part of the state technical college consortium, FDTC is now participating in a system with tracking initiative in order to secure essential data regarding the performance levels of students with disabilities. The state-wide tracking report tracks

- Enrollment by semester
- Persistence rates
- Dropout and stop-out rates
- Transfer rates
- Demographic data
- GPA averages
- Types of disabilities
- Program expenditures

- Accommodations provided
- Personal costs

Performance Levels of Students with Significant Disabilities

Students with significant disabilities who:	*Associate Degree Program*	*Diploma Program*	*Certificate Program*
Completed their program during/following the 1996–1997 school year	1	0	0
Average number of credits per semester taken 1996–1997	12	15	13.5
Average GPA 1996–1997	2.25	2.15	2.75
Continued course of study in 1997–1998	85%	85%	85%
Average number of credits per semester taken 1997–1998	15	7.5	6
Average GPA 1997–1998	3.0	2.25	2.25
Transferred to a different program for 1997–1998	25%	1.25%	N/A
Dropped out of school before completing program	2%	N/A	N/A

Postschool Status of Those Enrolled During 1996–1997 Who Completed Their Programs	
Enrolled in four-year college	10%
Employed 35 hours or more per week	5%
Employed less than 35 hours per week	50%
Enrolled in privately operated vocational/job training programs	5%
Number unemployed	10%
Unknown	29%

Program Evaluation Data

All assessment and evaluation data are used to improve and enhance services for students with disabilities—for example, increased tutorial and counseling services and improvements to the physical plant.

Exhibit A
Student Information Packet (Excerpts)

Dear Student:

The Florence-Darlington Technical College Program Accessibility Committee (PAC) is designed to assist and accommodate students with special needs and disabilities. Your assistance with this process is required in order to ensure that the accommodations that you request can be provided.

Please refer to the following list and submit the information checked below:

_____ Current medical documentation verifying your disability.

_____ An information release form.

_____ A signed sign-language interpreter services form.

_____ An application for special needs.

The appropriate above-listed forms have been enclosed for your convenience. Please return them at your earliest convenience in the enclosed postage-paid return envelope. If you have questions or require additional information, please do not hesitate to call me at (803) 661-8029.

Sincerely,

Vivian R. Gallman
Program Accessibility Committee Chairperson

Information Release Form

Date:_____

Student Name: _____

Social Sec. #: _____

I, _____ grant permission for Florence-Darlington Technical College to secure, maintain and release records related to my disability to all affected parties. I understand that the above-mentioned is otherwise maintained as strictly confidential information.

_____ _____

Student Date College Official Date

Sign Language Interpreter Services: Statement of Understanding

The Program Accessibility Committee at Florence-Darlington Technical College wishes to provide quality service to students with hearing impairments who request sign language interpreters for classes. To assist us in serving you, we ask your cooperation with the following responsibilities when using our interpreting services.

Responsibilities of Students

1. Inform your interpreter as soon as possible if you are going to be late, sick, or not planning to attend class. Without at least 48 hours notice, FDTC must pay the interpreter for the assignment. More than three unexcused absences from a class may result in termination of sign language interpreter services. The instructor has the right to drop you from class for excessive absences.
2. You will make every effort to be on time for class.
3. You may use the interpreter to voice questions and comments as well as to interpret classroom lectures and discussions. However, you will talk with your instructor, not the interpreter, if there are questions about the class material.
4. You will contact Vivian Gallman (803/661-8029; Voice TTY: 800/735-2905) as soon as possible to make arrangements for interpreter services for instructor-student conferences, field trips, or outside class requirements.

Responsibilities of Interpreters

1. The interpreter will wait 20 minutes before leaving if a student does not show up for a one-hour class. For assignments that are longer than one hour, the interpreter will wait 30 minutes.
2. The interpreter will inform the Program Accessibility Committee as soon as possible if the student does not show up. Your services may be needed in an emergency in another class.
3. You will arrange for substitute interpreters and notify Vivian Gallman (803/661-8029) when a substitute will be used.
4. The interpreter will learn any technical vocabulary so that proper signs and correct finger-spelling can be used.
5. The interpreter will follow the RID Code of Ethics as it pertains to educational interpreting situations.

Responsibilities of Students and Interpreters

1. The student and the interpreter will exchange full names and phone numbers.
2. You will communicate with each other and the instructor so classroom interpreting needs are adequately met.
3. You will come and talk with Vivian Gallman (Career Services, Building 100, Room I 11) if any serious problems arise in the interpreting situation—with the student, the interpreter, or the instructor.

I have read the above and understand my responsibilities regarding sign language interpreting services at Florence-Darlington Technical College:

_____	_____
(Student)	(Program Accessibility Committee)
Date: _____	Date: _____

Application for Special Needs

Date of Application:_____

Name: _____ SS# _____

Program of Study: _____

Disability: _____

Please check the following needs which apply to you:

____ Tutor
____ Interpreter/Signer
____ Reader
____ Notetaker
____ Carbonless Notetaker Form
____ Tape Recorder
____ Audio Trainer
____ Elevator Key
____ Special Parking
____ Special Seating Arrangement
____ Flexible Attendance
____ Alternate Deadlines
____ Alternate Class Format
____ Extended Testing Time
____ Oral Testing
____ Audio Tape Test
____ Alternate Test Format

_____ Alternate Testing Location
_____ Paperless Braille Machine
_____ Braille Computer Terminals
_____ Voice Computer
_____ Large Print Output Computer
_____ Large Print Typewriter
_____ Visual Aids
_____ Magnifying Devises
_____ Large Print Books
_____ Books on Tape
_____ Talking Calculators
_____ Closed Captioned Television
_____ Customized Desk
_____ Lab Accommodations
_____ Transportation Across Campus
_____ Special Equipment
_____ Other

Comments:

_____

_____

---------- Office Use Only ----------

Documentation: _____

Letter Sent to Faculty: _____

Advisor: _____

Library: _____

Exhibit B

Entry Adjustment Follow-Up Survey (EAFUS)

Directions: Please answer the survey based on fall semester registration. Please circle the appropriate answer for all questions. All questions or statements should be answered completely. Your responses will be kept confidential.

NAME:_____ SS#: _____

ADDRESS: _____

(Street/Box#) (City) (State) (Zip)

CURRICULUM:_____ Phone #: _____ Today's Date:_____

OPTIONAL—FOR STATISTICAL PURPOSES ONLY

Sex	Race	Marital Status
☐ Female	☐ Black, non-Hispanic (B)	☐ Married
☐ Male	☐ White, non-Hispanic (W)	☐ Single
	☐ Hispanic (H)	☐ Divorced
	☐ Alaskan/Native American (I)	
	☐ Oriental (O)	
	☐ OTHER	

1. What are your personal feelings regarding your Tech education at this point?
   1 Very good
   2 Good
   3 Satisfactory
   4 Unsatisfactory

2. Did you attend orientation for new students?
   1 Yes
   2 No

3. If Yes to the above question, was the orientation helpful?
   1 Yes
   2 No
   3 Did not attend orientation

4. What part of the orientation was MOST helpful to you?

1 Grading system
2 Financial aid
3 Veterans information
4 Career services/counseling
5 Library
6 Bookstore information
7 Job placement
8 Student activities
9 CLASS Center(tutoring)
10 Did not attend orientation
11 Other. Please specify

_____

_____

5. What part of orientation was LEAST helpful to you?

1 Grading system
2 Financial aid
3 Veterans information
4 Career services/counseling
5 Library
6 Bookstore information
7 Job placement
8 Student activities
9 CLASS Center (tutoring)
10 Did not attend orientation
11 Other. Please specify

_____

_____

6. What is your overall rating of the orientation sessions?

1 Very good
2 Good
3 Satisfactory
4 Unsatisfactory
5 Did not attend orientation

7. Did you receive all the assistance you needed during registration?
   1 Yes
   2 No

8. What is your overall rating of registration?
   1 Very good
   2 Good
   3 Satisfactory
   4 Unsatisfactory
   Comments _____

9. Do you have a College Catalog?
   1 Yes
   2 No

10. If Yes to the previous question, have you read the Academic Information and Student Services sections?
   1 Yes
   2 No
   3 I do not have a College Catalog

11. Should you desire to withdraw from FDTC, do you know what procedure to follow?
   1 Yes
   2 No

12. Do you know the appropriate person to contact if you want to become involved in Student Activities?
   1 Yes
   2 No

13. Do you have financial problems that may prevent you from remaining in College?
   1 Yes
   2 No

14. If you need financial assistance, do you know the appropriate person to contact on campus?
    1 Yes
    2 No
    3 Not applicable

15. If you receive financial aid, did you obtain all the assistance you needed?
    1 Yes
    2 No

16. Do you know that FDTC assists students in finding jobs (full-time or part-time) while in College and upon graduation?
    1 Yes
    2 No

> Transitional Studies is a program designed to help students who are having academic difficulty in their regular courses or need additional assistance from experienced instructors.

17. Do you know how you might qualify to receive assistance through the Transitional Studies Program?
    1 Yes
    2 No

18. If you want learn more about the Transitional Studies Program, do you know whom you should contact?
    1 Yes
    2 No

19. Do you know who your faculty advisor is?
    1 Yes
    2 No

20. If you want to make a change in your class schedule, do you know whom you should contact?
    1 Yes
    2 No

21. If you have a problem/concern of a personal nature, do you know whom you should see?
    1 Yes
    2 No

22. Did you receive your acceptance letter in a timely manner?
    1 Yes
    2 No

23. Did you receive your orientation/registration information in a timely manner?
    1 Yes
    2 No

24. Were you able to enroll in the classes you wanted/needed?
    1 Yes
    2 No

25. Do you know about FDTC Transfer Associate of Arts and Sciences Programs?
    1 Yes
    2 No

26. Do you know about the tutorial services that the CLASS Center provides?
    1 Yes
    2 No

27. Have you heard of a program called Independent Study?
    1 Yes
    2 No

28. If yes to the previous question, do you know whom you should contact for further information?
    1 Yes
    2 No
    3 Not applicable

29. Do you know about the eight-week Session?
    1 Yes
    2 No

30. Do you know about the Distance Learning Program?
    1 Yes
    2 No

31. Have you heard of the Single Parent Program?
    1 Yes
    2 No

32. If you are a foreign student, do you know the appropriate person to contact regarding Foreign Student Affairs?
    1 Yes
    2 No

Question 33 is for students with disabilities only.

33. If you are classified as having a disability, do you know the appropriate office to contact for assistance?
    1 Yes
    2 No

Questions 34 and 35 are for veteran students only.

34. If you are a veteran who is attending under the Educational Assistance Program, do you understand that any change in your attendance status (dropping a course, adding a course, changing curriculum, withdrawing from Tech., etc.) must be reported to the Veteran Coordinator?
    1 Yes
    2 No

35. Do you know that you must register with the VA Office each semester? (If you do not register, your educational benefits will be terminated).

    1 Yes

    2 No

Note: In the space below, please write in the time you are available to meet with a counselor. You may want to use your class schedule to complete this section.

_____

_____

Is there anything else you would like to tell us about your educational experiences thus far at Florence-Darlington Technical College? If so, please use this space for that purpose.

_____

_____

Exhibit C
Automated Early Alert

Automated System

The Early Alert referral system is designed to align faculty with college counseling services in the event that a student requires special attention and assistance. Career Services in conjunction with IRM has developed an online Early Alert system that provides the faculty a better means of using the alert process to serve our students' needs.

System Sign-On

Using the online Early Alert system is simple. The user will need to log on to the computer system as normal. When the application menu appears, select the ALERT-FACULTY MENU option.

Menu Options

The Alert Faculty menu has six options.

X-Exit Early Alert

C-Create Alert Entry

P-Process Alert

R-Read Counselor Responses

A-Inquire as Advisor

O-Inquire as Originator

Option X—Exit Early Alert System

This menu option allows the user to exit and return to the user's main application menu.

Option C—Create Alert Entry

This menu option allows the user to create an Early Alert. The create screen will require a term, course number, section (CPT11421), and student social security number. The system will also require at least one reason for the Alert to be marked with an X. If the reason entitled Other is selected, the system will require comments.

Please include your name in the comments on all alerts created.

Option P—Process Alert

After an Alert is created, it will need to be processed. This menu option will display all unprocessed Alerts that the user has originated. It will allow the user to delete an unprocessed Alert and send an Alert to a counselor to be processed. The print option within the PROCESS ALERT screen will automatically

send the Alert as an electronic message to the user's e-mail account. It can then be treated as any other e-mail message. The Send option will display a list of counselors. Only one counselor should be selected.

Option R—Read Counselor Responses

Once a counselor has received and reviewed the originator's Alert entry, the system will place ***** beside this option on the user's menu. This indicates there are new Alert responses to be read. This screen will allow the user to read each response listed.

If the counselor has Closed the Alert, indicating that no further processing is required, the system will move the Alert to a History status. If the counselor needs more information, the Alert will be transferred back to the PROCESS ALERT menu for further processing by the user. This Alert will need to be edited and sent back to the counselor.

Option A—Inquire as Advisor

During the advising process, a student's Alert records may be checked using this option. The system will require the term and the student's social security number. A listing of all Alerts for that student during the specified term will be displayed. Details about the Alert may be obtained from the listed originator or Career Services.

Option O—Inquire as Originator

This option maintains a listing of all Alert entries made by the user. The option will allow the user to read and print (send to e-mail) each listed Alert individually.

Special Keys

The F7 and F10 keys are standardized throughout the Alert system. F7 is always used to QUIT the current screen without saving any changes. F10 is always used to perform the function indicated on the bottom of the screen.

Status Bar

Each screen that contains a listing of Alerts will also contain a status bar. The following status values are used in the Alert System:

C-Created-created but not processed

S-Sent-Alert sent to counselor for processing

R-Response-response, needs processing by user

L-Closed-response, no further processing needed

X-History-Alert on file

Exhibit D

Services for Students with Disabilities Evaluation

Dear Student:

The Florence-Darlington Technical College Program Accessibility Committee (PAC) is in the process of evaluating services provided to students with disabilities.

As a student with a documented disability registered with FDTC's PAC Committee, your feedback is important. Please complete the enclosed evaluation and return same in the enclosed envelope. All responses will be confidential.

If you have questions or require further information, please contact the Career Services Department at (803) 661-8150 or (TTD/Voice) Relay SC 1-800-735-2905.

Your assistance is greatly appreciated.

Sincerely,

The Program Accessibility Committee

1. Please check your age category:

   18-25 _____ 25-30 _____ 30-35 _____

2. What is your gender?

   Male ____ Female ____

3. How long have you attended Florence-Darlington Technical College?

   0–1 year _____ 1–3 years _____

   3–5 years _____ 5+ years _____

4. What is your chosen major of study?

_____

_____

5. What is your current GPA?

Less than 2.0 _____ 2.0–2.5 _____

2.5–3.0 _____ 3.0 + _____

6. Have you requested accommodations at any point during your enrollment?

Yes ____ No ____

7. What accommodations did you request?

_____

_____

8. Was the accommodation provided?

Yes _____ No _____

9. If so, was the accommodation provided in a timely fashion?

Yes _____ No _____

10. Please rate the services you are receiving.

Rate ONLY those services you are currently receiving.

	Very Helpful	Not Helpful	Helpful	Not Applicable
1. Campus orientation	_____	_____	_____	_____
2. Interpreting	_____	_____	_____	_____
3. Notetaking	_____	_____	_____	_____
4. Extended testing	_____	_____	_____	_____
5. Assistive technology (i.e., closed-caption TV; voice computers, recorders, etc.)	_____	_____	_____	_____
6. Referral to services on campus	_____	_____	_____	_____
7. Referral to services off campus	_____	_____	_____	_____
8. Overall satisfaction with services	_____	_____	_____	_____

11. COMMENTS (OPTIONAL):

_____

_____

Characteristics Manifest in All Six Approaches Featured Through This Project

As part of the selection process, project staff and members of the National Review Panel systematically and extensively reviewed and analyzed documents, conducted on-site observations, and interviewed local staff, current and former students, agency representatives, and local employers from all six sites selected through this project. This review revealed that several staff and organizational characteristics were similar in each of these two-year colleges. This chapter summarizes these similarities.

Staff Characteristics

In spite of the wide range of educational backgrounds, temperaments, and life experiences possessed by support services staff in each site featured through this project, these individuals manifest strikingly similar characteristics. These professionals:

- Exhibit high energy that they use to go the extra mile
- Demonstrate a commitment to excellence
- Display a strong curiosity to learn new approaches
- Take concrete actions to develop own and others' skills
- Conduct an aggressive, ongoing search for resources
- Enact a student-focused philosophy of empowerment and inclusion
- Use a highly organized approach to their work
- Display creativity and imagination in the accommodations and services implemented, in their time management, and in their efforts to "work the system"
- Possess the personal flexibility to respond to surprises and crises effectively and gracefully
- Work effectively and comfortable in teams
- Communicate critical information frequently, effectively, and in a timely manner
- Exhibit leadership, charisma, and gentle persuasion needed to enlist others in the cause
- Evince calm persistence toward valued goals

Organizational Characteristics

As with the staff, the organizations featured through this project also differ markedly in size and structure, but evince striking similarities. Among those are the following:

- Administrative support is strong and public
- Front line staff have decision making power on key service delivery variables
- Bureaucratic constraints are minimal
- Available resources are focused and used in highly effective ways
- A strong philosophy of inclusion is evident

- Students receive timely and effective support within an empowerment framework
- Academic and vocational teachers also receive timely and effective support within an empowerment framework
- A strong, sustained team approach governs provision of services
- Students are viewed as "ours," not "mine and yours"
- Strong interagency collaboration is established and sustained

Program Development: Getting "From Here to There"

Effective strategies to help two-year colleges get from "here" to "there" include selection and support of highly qualified staff who demonstrate many, if not all, of the characteristics sketched above, and sustained application of organizational factors outlined above that empower those staff to serve students in highly effective ways. The approaches featured through this project provide educators and advocates with ideas to stimulate their imagination and serve as a base from which to develop even more effective support services for individuals with significant disabilities.

Access to Electronic Copies of Publications Produced Through This Project

To facilitate the availability of this information, the reader may download additional copies of all publications in this series from the project's web page at http://www.cew.wisc.edu/nidrr/.
These publications include:

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department – Lakeshore Technical Community College, Cleveland, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing Program – Hinds Community College, Raymond Mississippi* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Program Accessibility Committee – Forence-Darlington Technical College, Florence, South Carolina* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program – Longview Community College, Lee's Summit, Missouri* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs – Milwaukee Area Technical College, Milwaukee, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Office of Disability Services – Springfield Technical Community College, Springfield, Massachusetts* Madison, WI: Center on Education and Work.

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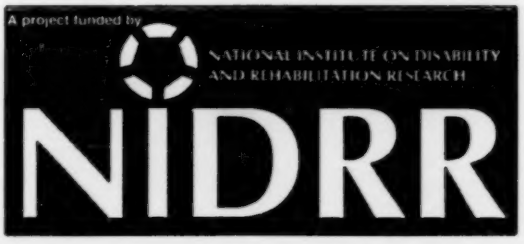

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